



**SPECIAL EDUCATION ADVISORY COUNCIL
SEAC**

October 27–28, 2020

Functions of The SEAC:

The Special Education Advisory Council (SEAC) is established in order to help facilitate the provision of special education and related services to meet the unique needs of students eligible for special education services by [WAC 392-172A-07060](#):

- a) Advising the State Superintendent of Public Instruction and making recommendations on all matters related to special education and specifically advise the State Superintendent of unmet needs within the state in the education of students eligible for special education services.
- b) Commenting publicly on any rules or regulations proposed by the state regarding the education of students eligible for special education services.
- c) Advising the state in developing evaluations and reporting such information as may assist the state in its data requirements under section 618 of the Individuals with Disabilities Education Act (IDEA).
- d) Advising the state in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the IDEA.
- e) Advising the state in developing and implementing policies relating to the coordination of services for students eligible for special education services.
- f) Reviewing state due process findings and decisions.
- g) In the event that the state submits a waiver under 300.164 regarding state-level nonsupplanting, the OSPI must consult with the SEAC prior to the submission

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162/TTY: 360-664-3631; or P.O. Box 47200, Olympia, WA 98504-7200; or equity@k12.wa.us. To arrange accommodations for persons with disabilities, please contact the SEAC Executive Assistant at 360-725-6075, TTY 360-664-3631 or by email, speced@k12.wa.us within three business days of this event. Please note that the Americans with Disabilities Act (ADA) does not require OSPI to take any action that would fundamentally alter the nature of its programs or services, or impose an undue financial or administrative burden.

The SEAC Focus Areas for 2020–2021 include:

1. Inclusion and Equity in Special Education Services

Inclusion is the belief and practice that all students have the right to meaningfully access academic and social opportunities in general education settings. In Washington State, only 57 percent of students receiving special education services are included in general education settings for 80–100% of the school day. Washington is currently one of the least inclusive states, ranking 44 out of 50. The SEAC continues to recognize the critical importance of building structures that contribute to inclusive school culture, so students are successful in their learning and feel an authentic sense of belonging, along with access to high quality general education curriculum.

The SEAC recommends the:

- Clear alignment of initiatives and technical assistance OSPI is engaged in, to improve outcomes for students with disabilities from preschool through high school transition;
- Ongoing oversight and accountability for Inclusionary Practices Project, started in 2019, to improve outcomes of students with disabilities through professional development, coaching, mentoring, and establishment of demonstration sites highlighting best practices;
- Continued review of disaggregated data (exclusion, restraint/isolation, parent participation, academics, demographics, interpreters provided at meetings/certification status of those interpreters);
- Intentional quarterly reporting to include the data that reflects the intersectionality identity of students with disabilities;
- Racial equity – using the superintendent’s language on racial justice and systemic racism in the current system;
- Implementation of recommendations of the Language Access Workgroup to build the foundation of meaningful family engagement of students with disabilities; and
- Embracing of an anti-ableism framework that honors disability as a form of diversity and positive identity.

2. Special Education Funding

The SEAC continues to believe LEAs must be provided the necessary funding to support evidenced-based special education programming rooted in equity and best practices. To support this endeavor, the 2019–2020 SEAC recommends the 2020–2021 SEAC address the following funding issues:

- Support sustained funding for implementation:
 - Access to general education professional development to all relevant certificated and classified staff and resources to implement the following areas in a virtual environment and in anticipation of re-entry to in-person services:
 - i. Universal Design for Learning (UDL);
 - ii. MTSS;
 - iii. Standards-based instruction;
 - iv. Trauma invested and healing-centered practices;
 - v. Family and community engagement/education with cultural humility;
 - vi. Language Access; and
 - vii. Accessible materials.
- Continued efforts to braid funding sources and increase flexibility in the use of categorical and other funds.
- Highlighting recommendations for new structures:

- An analysis of the impact of COVID19 pandemic on school funding and therefore services.
- An analysis of the impact of the implementation of the multiplier changes to the state special education funding model from 2019–2020.
- Mental health supports
 - i. Counselors
 - ii. Increased funding for school psychologists
 - iii. Mental health providers
 - iv. Social emotional learning

3. An Analysis of the COVID-19 Response and Technical Assistance

The SEAC believes that the educational response to the global pandemic is an opportunity for Washington state to reshape and redesign the system of special education to improve practices and outcomes for all students. This new education environment requires support and guidance for school districts in the delivery of services for all students, particularly those in marginalized populations. The 2019–2020 SEAC recommends the 2020–2021 SEAC analyze the following implementation issues:

- Integration the principals of Universal Design for Learning (UDL) throughout the educational system and ensure the benefits reach each and every student.
 - Accessible materials including but not limited to translation, screen readers, closed captioning, image descriptions, perceivable texts (size/font), etc.
- The adequacy of a technical assistance system ensuring schools and LEAs are supported with tools and guidelines to meet the ever-changing needs of students in a remote learning environment, including:
 - low-incidence disabilities, 18–21 transition, pre-K, EL, graduation, and inclusion;
 - Evaluating the need for in-person services for students who were not able to access FAPE in a remote learning environment;
 - Expanding community partnerships to meet the needs of students; and
 - Enhanced supports and training for families on communication devices/assistive technology and use of that technology.

4. Family and Community Engagement

The SEAC continues to support the development and implementation of an inclusive and equitable plan for promoting diverse engagement of family, community, and natural supports through trauma-informed and healing-centered practices which aims to increase knowledge, system improvement and acknowledge all parties' unique expertise and perspective. Our communities are diverse and becoming more disconnected in our current pandemic educational environment.

The SEAC supports and is committed equitable access in public schools. The SEAC encourages a commitment to family engagement in LEAs and school improvement plans must be accountable to the community of systemically and historically marginalized students with disabilities. The SEAC recommends the following actions:

- Support LEAs in implementing family engagement and technology practices such as training, parent special education advisory councils, and facilitation of community resources and supports for individuals with disabilities;
- Prioritize OSPI's work with stakeholders to identify and implement effective practices for family engagement in a virtual environment;
- Identify and analyze the exemplar work of LEAs in family and community engagement;
- Facilitate the procurement of funding for training and technical assistance with support of

Educational Service Districts (ESDs);

- Build an inclusive culture of community and family engagement by being intentional and consistent in removing barriers to develop relationships with families by giving them knowledge and empowering them; and
- Develop intentional communication routes and tools to ensure information travels all the way through the system to the teacher and family level in a consistent way.

5. Pre-service and In-service Educator Training

The SEAC believes that to have a truly supportive and inclusive learning environment we must move to dual certification in general education and special education for all teachers. The SEAC recommends collaboration between OSPI, The Professional Standards Board (PESB), the Washington Education Association (WEA), the Washington Association of Colleges of Teacher Education (WACTE), and other stakeholders including student and family-led organizations, to address educator preparation programs, teacher mentoring programs, and ongoing in-service professional development to include an emphasis on:

- Critical race theory, with an emphasis on intersectional identities;
- Proactive intervention;
- Classroom management strategies rooted in Positive Behavioral Interventions and Supports (PBIS);
- Teaching with a focus on equity through the practices of Universal Design for Learning (UDL); and implementing UDL with standards-based instruction;
- Teaching and engaging marginalized populations in a virtual environment with cultural responsive training;
- Multi-Tiered System of Supports (MTSS);
- Trauma-invested and healing-centered practices;
- The national focus around exclusionary practices, disproportionality, and their impact on discipline procedures;
- The effective utilization and supervision of paraeducators;
- Meaningful collaboration and communication with families;
- Meaningful collaboration, co-teaching and consultation; and
- Meaningful training for school leaders on supporting inclusive practices and models (e.g., co-teaching).

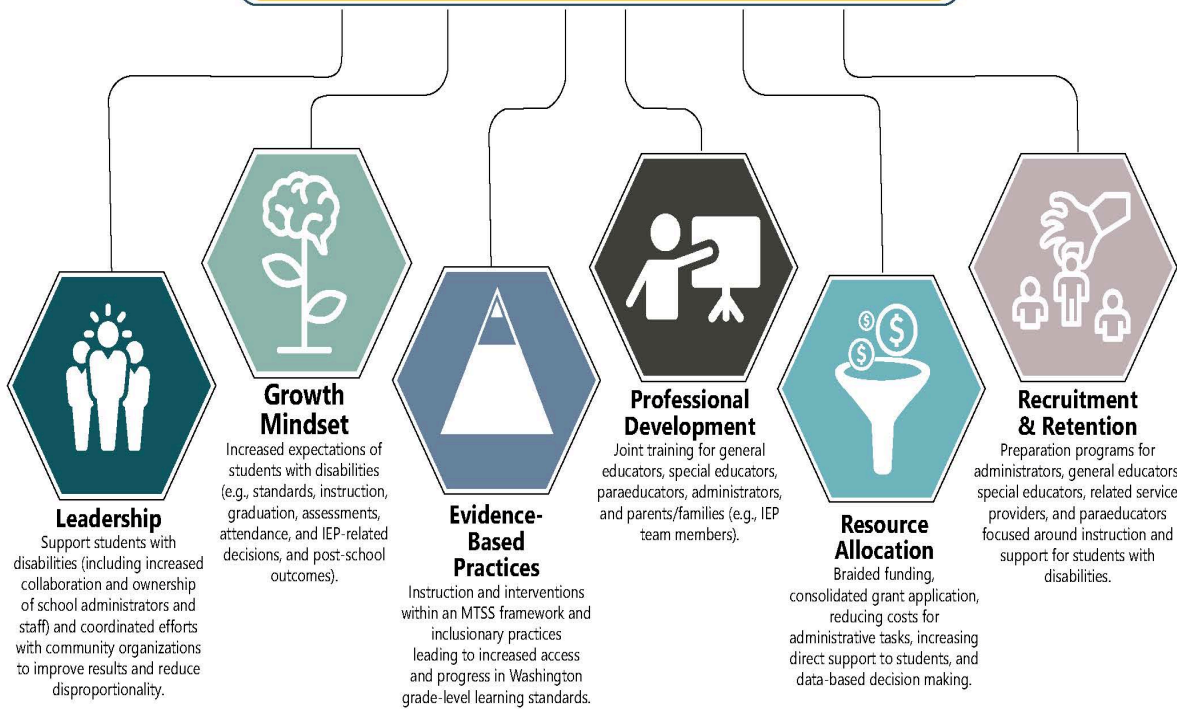
Equity:

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

OSPI's Priorities for Improving Outcomes for Students with Disabilities



Washington Office of Superintendent of
PUBLIC INSTRUCTION



**SPECIAL EDUCATION ADVISORY COUNCIL
SEAC**

MEETING AGENDA

Date:	October 27, 2020	Time:	8:30 AM to 4:00 PM
Location:	Meeting – Virtual – Zoom Meeting https://zoom.us/j/96106967707		
Members Attending:	Jeff Brown, Eden Bush, Tanya Cochran, Jen Cole, Shyla DeJong, Shawnta DiFalco, Tammie Doyle, Suzanne Ender, Patricia Gonzalez, Kathleen Harvey, Tammie Jensen-Tabor, Kitara Johnson, Jennifer Lee, Kim Leger, Diana Marker, Shanna McBride, Sean McCormick, Joy Sebe, Laurie Thomas, Vanessa Tucker, Amie Verellen-Grubbs		
OSPI:	Bev Mitchell, SEAC Executive Assistant; Glenna Gallo, Assistant Superintendent for Special Education		
Absent:			
Guest(s):	Tania May, Ryan Guzman, Scott Raub, Jennifer Story, Sandy Grummick		
PRE-READING for Meeting: August 2020 minutes, agenda packet, due process findings and decisions; draft WAC 392-172A			

OPEN MEETING | 8:30 TO 8:45

<ul style="list-style-type: none"> ➤ Call meeting to order ➤ Member Introductions ➤ Land acknowledgement ➤ Review Agenda, Purpose of SEAC, and Group Norms ➤ Review and accept minutes from August 2020 meeting 	<p>Tammie Jensen-Tabor, Chair</p> <p>Jen Cole, Vice Chair</p> <p>Jeff Brown, Executive Member</p>	<p>No Action Item</p> <p>Action Item – members will take a vote to accept minutes or request amendments</p>
--	--	---

UPDATES AND ACTION ITEMS | 8:45 TO 11:10 AM

<ul style="list-style-type: none"> ➤ Updates on what OSPI Special Education Division is doing during COVID-19 (10 min) ➤ Inclusionary Practices Project Professional Development Project Update ➤ Superintendent of Public Instruction Budget Requests related to Special Education ➤ Reviewing state due process findings and decisions (10 min) 	<p>Glenna Gallo (OSPI)</p>	<p>No Action Item</p>
---	-----------------------------------	-----------------------

*Responsibility of the SEAC to review state due process findings and decisions.		
<p>➤ Discussion around new SPP/SSIP and determination of targets (120 min)</p> <p>*Responsibility of the SEAC to advise the State Superintendent of Public Instruction and making recommendations on all matters related to special education and specifically advise the State Superintendent of unmet needs within the state in the education of students eligible for special education services (WAC 392-172A-07060).</p>	Ryan Guzman, Tania May, Jennifer Story (OSPI)	Action Item – members will review and provide input on APR targets for each indicator

BREAK | 11:10 TO 11:25 AM

REVISED WACs | 11:25 TO 12:25 PM

<p>➤ Discussion around the revised WAC 392-172A (60 min)</p> <p>* Responsibility of the SEAC to comment publicly on any rules or regulations proposed by the state regarding the education of students eligible for special education services (WAC 392-172A-07060).</p>	Scott Raub (OSPI)	Action Item – members will review and provide input on draft WAC 392-172A
---	--------------------------	---

LUNCH BREAK | 12:25 TO 1:00 PM

➤ On your own for lunch.	n/a	n/a
--------------------------	-----	-----

ACTION ITEMS FROM PREVIOUS MEETING | 1:00 PM TO 3:15 PM

<p>➤ Bridge and create intentional inclusion with other workgroups – such as:</p> <ul style="list-style-type: none"> State Interagency Coordinating Council (SICC) Language Access Workgroup Social Emotional Learning (SEL) Washington State Dyslexia Advisory Council <p>➤ Connecting work of the SICC with a joint meeting to talk about what they do.</p> <p>➤ Connect with students to be a part of the Council.</p> <p>➤ Affiliations of SEAC members.</p> <p>➤ Discussion about Community Forum expectations</p>	<p>Tammie Jensen-Tabor, Chair</p> <p>Jen Cole, Vice Chair, SEAC representative to SICC</p> <p>Joy Sebe, SEAC rep. to Language Access Workgroup</p> <p>Jeff Brown, Executive Member</p>	Action Item – members will discuss, provide input, and potential vote on decisions
---	--	--

BREAK | 3 TO 3:15 PM

PREP FOR PUBLIC COMMENT | 3:15 TO 3:30 PM

PUBLIC COMMENT | 3:30 TO 4:15 PM (PUBLIC COMMENT MAY BEGIN EARLIER DEPENDING ON HOW QUICKLY THE AGENDA MOVES FORWARD)

<p>➤ Public comment will be accepted at approximately 3:30–4:15 p.m. Written public comment must be emailed to speced@k12.wa.us by noon Monday, October 26. Comments received by this deadline will be read and/or summarized. Any written comment received after the deadline will be read at the next scheduled SEAC meeting.</p>	<p>Tammie Jensen-Tabor, Chair</p> <p>SEAC members</p>	<p>No Action Item</p>
--	---	-----------------------

SUMMARY OF ACTIONS | 4:15 TO 4:30 PM

➤ Summary of Actions	Jen Cole	No Action Item
➤ Meeting evaluation	Tammie Jensen-Tabor, Chair	No Action Item
➤ Adjourn	Tammie Jensen-Tabor, Chair	No Action Item